DOCUMENT RESUME

ED 226 783 JC 830 076

AUTHOR Morris, Cathy
TITLE Direct versus Delayed Entry of High School Students into Miami-Dade Community College. Research Report No. 82-28.
INSTITUTION Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE Oct 82
NOTE 9p.
PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Basic Skills; *College Freshmen; Community Colleges; Enrollment Trends; Females; Males; Minority Groups; *Reentry Students; *Student Characteristics; Two Year Colleges; *Two Year College Students

ABSTRACT

In 1982, a study of direct-entry students (i.e., those who entered college within a year of high school graduation) and delayed-entry students (i.e., those who entered college at least 1 year after graduation) was conducted at Miami-Dade County College (MDCC). Focusing on first-time in college students entering MDCC in the fall and winter terms of 1978-79 through 1981-82, the study sought demographic information on the students in the two categories and investigated the relationship between delayed entry and basic skills attainment. Study findings indicated that: (1) during this period, at least 50% of the MDCC students had delayed entry and more than 33% of all new students had been out of high school for more than 3 years prior to entering MDCC; (2) a higher proportion of White and Black non-Hispanic students had delayed entry than Hispanic students; (3) in 1981-82, 52.2% of the Hispanic students enrolled at MDCC were categorized as direct entry; and (4) direct-entry students scored higher on placement tests than delayed-entry students, with placement test scores decreasing as the delay increased. (HB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED226783

DIRECT VERSUS DELAYED ENTRY OF HIGH SCHOOL STUDENTS INTO MIAMI-DADE COMMUNITY COLLEGE

Research Report No. 82-28

October 1982

Cathy Morris

Associate Director

Miami-Dade Community College

OFFICE OF INSTITUTIONAL RESEARCH

John Losak, Dean

VC 830 076

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. Morris

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Direct versus Delayed Entry of High School Students
into Miami-Dade Community College

This report provides a brief description of students who have delayed entry into post-secondary education (Miami-Dade), and illustrates the relationship between this delay and tested basic skills attainment. Tables 1 and 2 focus on characteristics of these students in general, while Table 3 presents data on the subset of students who wrote the Comparative Guidance and Placement tests. For purposes of this report, only first-time-in-college students (J's) were selected. High school graduation date was examined and entry status coded as follows:

Direct Entry - graduation date was not more than one calendar year prior to September for Fall Terms, or January for Winter Terms;

Delayed Entry - graduation date was the specified number of years prior to September or January for the terms in question.

Student headcounts and percents are based on Closing Term data to provide a more stable basis of comparison from year to year, and to allow comparisons with Basic Skills test data. Fall and Winter data were summed, and are presented together for conciseness. Since only "J" students were selected, the summed headcounts provide an unduplicated total for two major terms each year*. In the actual term data, the proportion of Direct Entry students is higher for Fall than for Winter Terms (for example, 55.4% vs. 29.9% Direct Entry for Fall vs Winter Terms 1981-82). Since the

*The separate Fall and Winter Term data are available in the Institutional Research office.

direct entry definition "window" for both major terms encompasses summer high school graduation, the higher proportion of Direct Entry students for Fall Terms indicates that summer high school graduates more likely to enter during the subsequent Fall Term than the Winter Term.

Table 1 presents entry status by selected ethnic categories across the past four years. College-wide totals are also given. Note that more than half of Miami-Dade's new students were Delayed Entry each year. While the proportion of Delayed Entry students increased from 1978-79 through 1980-81 (55.0%, 59.4%, and 58.2%, respectively), the proportion for 1981-82 has returned to a level more like that of 1978-79 (53.3%). Most Delayed Entry students have been out of high school more than three years before entering postsecondary education. As a proportion of total new students, more than a third each year are in this category (39.3%, 41.9%, 39.3% and 34.8%, respectively, Delayed 3+ years).

Ethnic proportions in Table 1 indicate that white non-Hispanic and black non-Hispanic students have a higher proportion of Delayed Entry students. Conversely, Hispanics are less likely to be Delayed Entry, and for 1981-82 are the only ethnic group with more than half categorized as Direct Entry (52.2%). Black non-Hispanics show the lowest proportion of Direct Entry students for each of the four years, but this is due in part to a larger proportion of unknown high school graduation dates.

Table 2 presents data on entry status by gender. These data help answer the question of whether Delayed Entry students are predominantly females. As more and more females enter the workforce (either through choice or necessity), it is likely that additional postsecondary education

is required. Note that for the first two years of data, a smaller proportion of the Direct Entry category is composed of females than their proportion in the population as a whole (55.2% of Direct Entry vs. 59.8% overall for 1978-79; 55.9% Direct Entry vs 59.8% overall for 1979-80). Conversely, a much higher proportion of the Delayed 3+ years Entry category is composed of females than their proportion in the population as a whole (62.3% of Delayed 3+ years vs 57.2% overall for 1978-79; 65.9% of Delayed 3+ years vs 59.8% overall for 1979-80). For 1980-81, however, the trend reversed, and a smaller proportion of males were Direct Entry. Data for 1981-82 once again establish the earlier pattern. In the Delayed 3+ years category, 59.2% are females, while females comprise only 56.1% of the total "J" group.

The implications of delayed entry into postsecondary education can be seen from Table 3. Data are presented on basic skills test performance by entry status. For 1980-81, only Fall Term test score data were available. For 1981-82, combined Fall and Winter data are presented. The first column in Table 3 indicates that for the total group of tested students, the majority were Direct Entry. While less than half of our total new students were Direct Entry in 1981-82 (46.7%), 62.7% of the tested students were Direct Entry. Column two helps illuminate these proportions by presenting the total "J" students in each entry category and the percent of those students who were tested. Note that almost 90% of Direct Entry students were tested, while only 38.4% of the Delayed 3+ years students were tested in 1981-82. These differences probably reflect different educational goals for Delayed Entry students who may simply be upgrading skills rather than pursuing a degree. For the two years in question, testing would not

have occurred unless a student decided to take an English or Math class.

The implications of delayed entry, however, are clear from data in the last column of Table 3. Here, the number of tested students below the placement score on one or more of the Basic Skills tests is given, as well as the percent of each entry status category this represents. Note that for the Fall Term 1980-81, 61.6% of Direct Entry students were below the placement score. This compares to 77.8% of the Delayed 3+ years group. Note also the clear increase in the percent below the placement score as delay increases.

Winter Term new students generally have lower test scores, and the combined Fall and Winter 1981-82 data illustrate this fact. For the two major terms, 64.8% of Direct Entry students were below the placement score on one or more test, compared to 80.4% of the Delayed 3+ years group. The implications are clear. Delayed Entry students are more deficient in basic skills. Perhaps these students did not originally intend to enter post-secondary education, and therefore took a less academically oriented curriculum in high school. Or, their academic performance in high school may have been poor, discouraging them from continuing on until other factors led them to finally enter college. This final set of data suggests, however, that even when high school curricula are improved, the backlog of students entering college as Delayed Entry will require substantial remediation. And, more than half of our 20,000 new students each year are in this category.

Table 1

First-Time-in-College Students Time Between High School Graduation and Entry into Miami-Dade, Closing Fall and Winter Terms, by Selected Ethnic Categories

Year/Term and Entry Status	Ethnic Category: White Non-Hispanic		Black Non-Hispanic		Hispanic		Total All Ethnic	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Fall & Winter 1978-79								
Direct-within 1 year	2,622	40.4	1,131	37.9	3,241	54.5	7,099	45.0
Delayed 1-3 years	780	12.0	437	14.6	639	10.8	1,916	12.1
Delayed 3+ years	2,899	44.7	1,175	39.4	1,969	33.1	6,203	39.3
Unknown	187	2.9	243	8.1	98	1.6	575	3.6
Total	6,488	100.0	2,986	100.0	5,947	100.0	15,793	100.0
Fall & Winter 1979-80								
Direct-within 1 year	2,416	37.2	974	31.3	3,376	48.0	6,873	40.6
Delayed 1-3 years	745	11.5	409	13.1	739	10.5	1,935	11.4
Delayed 3+ years	2,930	45.1	1,330	42.7	2,727	38.7	7,103	41.9
Unknown	403	6.2	403	12.9	197	2.8	1,034	6.1
Total	6,494	100.0	3,116	100.0	7,039	100.0	16,945	100.0
Fall & Winter 1980-81								
Direct-within 1 year	2,088	44.5	1,007	28.1	3,941	46.2	7,135	41.8
Delayed 1-3 years	553	11.8	453	12.7	1,177	13.8	2,230	13.1
Delayed 3+ years	1,871	39.8	1,569	43.9	3,175	37.2	6,711	39.3
Unknown	183	3.9	549	15.3	244	2.8	989	5.8
Total	4,695	100.0	3,578	100.0	8,537	100.0	17,065	100.0
Fall & Winter 1981-82								
Direct-within 1 year	1,833	45.9	918	34.1	3,770	52.2	6,609	46.7
Delayed 1-3 years	519	13.0	400	14.9	932	12.9	1,895	13.4
Delayed 3+ years	1,526	38.3	994	36.9	2,302	31.9	4,912	34.8
Unknown	112	2.8	379	14.1	216	3.0	723	5.1
Total	3,990	100.0	2,691	100.0	7,220	100.0	14,139	100.0

Data Source: IRS40 Closing Tapes.

Table 2

First-Time-in-College Students Time Between High School Graduation and Entry into Miami-Dade, Fall and Winter Terms, by Gender

Year/Term and Entry Status	Gender					
	Males		Females		College-wide	
	Number	Percent within entry	Number	Percent within entry	Number	Percent within entry
Fall & Winter 1978-79						
Direct-Within 1 Year	3,177	44.8	3,922	55.2	7,099	45.0
Delayed-1 to 3 Years	989	51.6	927	48.4	1,916	12.1
Delayed-3+ Years	2,337	37.7	3,866	62.3	6,203	39.3
Unknown	263	45.7	312	54.3	575	3.6
Total	6,766	42.8	9,027	57.2	15,793	100.0
Fall & Winter 1979-80						
Direct-Within 1 Year	3,028	44.1	3,845	55.9	6,873	40.6
Delayed-1 to 3 Years	939	48.5	996	51.5	1,935	11.4
Delayed 3+ Years	2,425	34.1	4,678	65.9	7,103	41.9
Unknown	413	39.9	621	60.1	1,034	6.1
Total	6,805	40.2	10,140	59.8	16,945	100.0
Fall & Winter 1980-81						
Direct-Within 1 Year		45.2	3,911	54.8	7,135	41.8
Delayed-1 to 3 Years	1,141	51.2	1,089	48.8	2,230	13.1
Delayed 3+ Years	3,207	47.8	3,504	52.2	6,711	39.3
Unknown	454	45.9	535	54.1	989	5.8
Total	8,026	47.0	9,039	53.0	17,065	100.0
Fall & Winter 1981-82						
Direct-Within 1 Year	2,962	44.8	3,647	55.2	6,609	46.7
Delayed-1 to 3 Years	946	49.9	949	50.1	1,895	13.4
Delayed-3+ Years	2,004	40.8	2,908	59.2	4,912	34.8
Unknown	299	41.3	424	58.1	723	5.1
Total	6,211	43.9	7,928	56.1	14,139	100.0

Data Source: IRS40 Closing Tapes.

Table 3

First-Time-in-College Students, Number who Took the Basic Skills Tests, and Number who Were Below the Placement Score on One or More Tests by Time Between High School Graduation and Entry into Miami-Dade

Year/Term and Entry Status	Tested Students		All Students		Tested Students Below the Placement Score on One or More Test	
	Number	Percent of total tested	Number	Percent tested	Number	Percent of tested within entry
Fall 1980-81						
Direct-Within 1 Year	5,062	75.2	5,701	88.8	3,117	61.6
Delayed 1-3 Years	643	9.6	1,288	49.9	477	74.2
Delayed 3+ Years	846	12.6	3,943	21.4	658	77.8
Unknown	175	2.6	479	36.5	153	87.4
Total	6,726	100.0	11,411	58.9	4,405	65.5
Fall and Winter 1981-82						
Direct-Within One Year	5,921	62.7	6,609	89.6	3,834	64.8
Delayed 1-3 Years	1,300	13.8	1,895	68.6	1,047	80.5
Delayed 3+ Years	1,889	20.0	4,912	38.4	1,518	80.4
Unknown	335	3.5	723	46.3	314	93.7
Total	9,445	100.0	14,139	66.8	6,713	71.1

Data Source: BSA Validity Studies Files, IRS40 Closing Tapes

UNIVERSITY OF CALIFORNIA
ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES
8118 MATH-SCIENCES BUILDING
LOS ANGELES, CALIFORNIA 90024
EE 36

MAR 25 1983